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ABSTRACT

In this document, the author lists nine things that he would look for in a performance-based teacher education (PBTE) program requesting funds for implementation. The nine items are: (a) in addition to a brief statement of rationale, a fairly explicit statement of total program goals including competencies a teacher candidate would be expected to achieve by the conclusion of the program; (b) a statement of criteria for admissions into the PBTE program and a description of machinery for processing applications; (c) a statement of criteria for retention within the program, other than competencies of teaching described in a previous section; (d) a description of an explicit system of formative evaluation of a program under evaluation; (e) a precise statement of student teaching or internship experience in specified school districts; (f) a precise statement of the program's budget for implementation by years; (g) evidence of community support and knowledge of the program, particularly by the participating school districts; (h) evidence that the designated state agencies have been contacted and are knowledgeable about the project and that all legal hurdles and obstacles have been cleared; and (i) evidence that the appropriate professional organizations have been informed and support the program. The document lists these items in outline form and provides examples. (JA)

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A SUGGESTION FOR CONSIDERATION

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POSSIBLE GUIDELINES FOR ASSESSMENT OF P.B.T.E. PROGRAM APPLYING FOR FUNDING

by

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ITEM NO. 416
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What I would look for in a program of P.B.T.E. requesting funds for implementation:

1. In addition to a brief statement of rationale, a fairly explicit statement of total program goals including competencies a teacher candidate would be expected to achieve at the conclusion of the program.

   a. Sequential ordering of sub-objectives by phases throughout the program. For example, at what point in the program would certain stated teacher competencies be measured and assessed for each candidate?

      (1) Assumes that the program developers recognize there is an evolutionary element in teacher preparation much the same way as there is an evolutionary stage in which children proceed from crawling, walking to running.

      (2) Assumes that the developer has built in not only periodic assessment points within the program but also has:

         (a) formulated rating instruments to assess the competencies to be measured.

         (b) identified supervisory roles/task procedures to utilize the rating instruments.

         (c) provided some measure of training for supervisors at each point in order to guarantee some consistency in the quality control process.

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(d) provided clearly defined re-training procedures for those who do not reach stated competency levels, and also: maximum number of trials for competency allowed for each candidate. (Also - minimal)

(e) provided an explicit description of the training procedures for the teaching competencies to be assessed, including the testing situation(s).

2. Statement of criteria for admissions into the P.T.B.E. program and description of machinery for processing applications.

   a. Example: Academic, social, psychological and physical requirements for candidacy must have some explicit statement.

3. Statement of criteria for retentions within the program, other than the competencies of teaching described in a previous section.

   a. Example: What are the cause: /grounds to be considered sufficient for:

      (1) suspension/probation form the program?

      (2) expulsion from the program?

   b. What are the procedures for processing cases for suspension/expulsion and also appeals of students for review and reinstatement?

4. Description of explicit system of formative evaluation of program under operation.

   a. What is to be assessed?

   b. How frequent is the assessment process?

   c. What mechanisms are established for modifying/changing parts of the program?

   d. Are some provisions made for outside personnel (agency) to assess the program?

   e. Who are the main sources of input?

   f. What mechanisms are established for obtaining feedback after graduation?

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(1) candidates themselves.

(2) employers of the candidates.

(3) pupil achievement under graduates.

5. A precise statement of student teaching or internship experience in specified school districts?

   a. What kind of arrangement?

      (1) Informal--Verbal

      (2) Formal--Contractual

   b. Submission of evidence that the required teaching competencies in this phase of the program will be assessed in a consistent manner.

   c. What provisions have been made for training supervising teachers?

      (1) Identification of basic elements of the in-service supervisory training program. (Performance based?)

   d. Submission of evidence that the school district is interested and working toward developing a performance-based curriculum.

      (1) Identification of committees and personnel

      (2) Evidence of current work and program schedule for development toward a total performance-based curriculum.

6. Precise statement of program's budget for implementation by years.

   a. Includes evidence of submitting institutional support of project in terms of:

      (1) real dollars and/or

      (2) contributed resources/services.

   b. Identification of fiscal agent of program and clearly identified cost of items stated in terms of the:

      (1) institution's contribution.

      (2) requested contribution from funding agency.

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c. Procedures for periodic reporting of expenditures of the program including:

(1) outside auditing services.

7. Evidence of community support/knowledge of the program, particularly the participating school district.

a. Mechanism for community input into the program periodically as well as procedures to report to the community periodically.

8. Evidence that the designated state agencies have been contacted, are knowledgeable about the project, and that all legal hurdles/obstacles have been cleared.

a. Letter(s) from State Superintendent of Public Instruction and Director of State Certification.

9. Evidence that the appropriate professional organizations have been informed, and support the program.

a. Letter(s) of support from organizational heads of designated professional organizations.

b. Mechanism for input and reporting.